**How to study the Literature Passages**

* Read them Once ( very IMPORTANT)
* Re-answer the questions in your book
* Go through the Study guide
* Try to solve the exam questions again for both passages

***from* The Interesting Narrative of the Life of Olaudah Equiano**

**Comprehension** On the line provided, write the letter of the *best* answer to each of the following items

**\_\_\_\_ 1.** Equiano is permanently separated from his sister

**a.** immediately after they are abducted from their home

**b.** on the morning of their third day in captivity

**c.** after a brief reunion at the seacoast

**\_\_\_\_ 2.** Which of the following statements about the selection is **not** true?

**a.** Equiano’s father had many slaves and a large family.

**b.** Equiano is adopted into the family of a wealthy widow.

**c.** A member of the ship’s crew is flogged unmercifully and dies.

**c.** suffocating and stinking, with minimal food

**\_\_\_\_ 3.** The conditions of the enslaved people in the ship’s hold are

**a.** cramped but sanitary, with plenty of food

**b.** dangerous, because of frequent storms

**\_\_\_\_ 4.** The destination of the slave ship is

**a.** Barbados

**b.** Massachusetts

**c.** Cuba

**\_\_\_\_ 5.** Which of the following actions by the crew members provides the *best* evidence that many of them are motivated by cruelty as well as profit?

**a.** They refuse to let the captives eat fish, which the crew has in abundance.

**b.** They refuse to let sick people come up onto the deck.

**c.** They keep the enslaved people from knowing their destination.

**\_\_\_\_ 6.** Upon arrival in Barbados, Equiano and his fellow passengers are

**a.** herded up like cattle and sold at auction

**b.** released from confinement and given small farms

**c.** reunited with their family members

**Literary Element: Autobiography** On the line provided, write the letter of the *best* answer to each of the following items.

**\_\_\_\_ 9.** Which of the following statements is true of the selection from Equiano’s autobiography?

**a.** Equiano recalls his early years and family life.

**b.** Equiano writes vividly of his horrific trip on the slave ship.

**c.** Equiano explains in detail his sister’s experience as a slave

Written Response

1**.** On a separate sheet of paper, write one paragraph that compares the treatment Equiano received during his enslavement in Africa with the treatment he received on the slave ship.

Make at least two references to details in the selection to support your comparison.

***The Interesting Narrative of the Life of Olaudah Equiano***

1. What was Equiano also known as?

2. What influence did Equiano’s story have on British lawmakers?

**Olaudah Equiano** ([c.](http://en.wikipedia.org/wiki/Circa) [1745](http://en.wikipedia.org/wiki/1745) – [31 March](http://en.wikipedia.org/wiki/March_31) [1797](http://en.wikipedia.org/wiki/1797)), also known as **Gustavus Vassa**, was one of the most prominent people of African heritage involved in the British debate for the abolition of the slave trade. He wrote an autobiography that depicted the horrors of slavery and helped influence British lawmakers to abolish the slave trade in 1807

**Because I Could not Stop for Death (Summary)**

With the beginning lines the poet personifies Death, portraying the figure as a friendly and cordial suitor courting the speaker on a pleasant carriage ride. Describing Death with words that characterize him as being “kindly” and exhibiting “Civility,” Dickinson offers a more positive view of death than most people normally hold or that even she usually has presented in other poems. Although fully engaged with life, the speaker suddenly must face her own mortality. However, Death brings with him a present, “Immortality,” maybe the greatest gift one can receive and an offering that may assuage any fear by allaying concerns about an afterlife.  
  
Indeed, as readers will see by the close of the poem, perhaps by delivering reassurance of an afterlife, Dickinson’s attempt to reinforce one’s faith in God becomes a priority in this piece. The verb tenses in the poem even switch from past to present in the last stanza with “feels,” signaling an ongoing spiritual presence after death. This conclusion proves even more promising and optimistic than some other Dickinson poems. For instance, although “I Heard a Fly Buzz When I Died” also contains a persona speaking from the grave, suggesting an afterlife, that poem ends with the moment of death after a possible display of faltering faith and a brief bit of uncertainty.

The speaker here relinquishes all of her life, “labor and leisure,” similar to the manner the persona in “I Heard a Fly Buzz When I Died” had “signed away” all her earthly belongings. Yet, Dickinson then cleverly depicts the couple’s journey “toward Eternity” with scenery symbolizing the various stages of life: the innocence and leisure of childhood, the productiveness and labor of adulthood, and an aged one’s awareness of mortality in the image of “the Setting Sun.” In doing so, Dickinson reviews life at the moment of death, as though in the cliché about life flashing before one’s eyes, but with an accompanying notion that death is also a natural stage in the cycle of life. Indeed, the children are described as they “strove” during their “Recess—in the Ring.” (In an earlier and less effective published version of this poem, titled by editors as “The Chariot,” the children simply play and the image of the ring is absent.) Like Death, nature is personified when “gazing” modifies “Grain,” and with the poem’s instances of personification, death and nature achieve an equal stature with human life.  
  
In that previous version, the editors also had omitted stanza four. But the images in this stanza signify clearly that the journey represents a funeral procession, the carriage is a hearse, and perhaps the speaker is dressed in the flimsy materials of her burial gown, though impractical for the cold of this physical world and perhaps as elegant as a bridal gown, which some could believe would be appropriate for her fresh start with the new suitor.  
  
Finally, Dickinson further comforts readers about the prospect of death by labeling the grave as “a House,” perhaps connoting a pleasant domestic dwelling where the spirit will live on forever. Indeed, the speaker reports the centuries since her death have passed so quickly that the time feels “shorter than the Day,” which the poet already has metaphorically presented as representing a mortal lifetime. For the speaker, eternal life with God is so joyful that time flies by, as another cliché now might state.  
  
Consequently, the speaker encourages readers to have greater faith because one who has passed through life to death now has reassured them about what bliss they can expect afterwards. Thankfully, in her many poems that have been retrieved and preserved (like the lone existing daguerreotype photograph of her accompanying this post), though now more than a century has passed since her death, Emily Dickinson continues to speak so eloquently to us.

**Practice**

1-Who are some of the important characters in the carriage in “Because I could not stop for Death—”?

I Death

II the speaker

III Children

IV A man

a. I and III

b. II and IV

c. I and IV

d. I and II

5-In poetry, what is the arrangement of lines into stressed and unstressed syllables called?

a. rhythm

b. rhyme

c. imagery

d. meter

6-Which word below is the best replacement for *surmised* in the lines “I first *surmised* the Horses Heads / Were toward Eternity—”?

a. guessed

b. screamed

c. taught

d. whispered

7-Where would you most likely see a *cornice*?

a. on a tulle gown

b. on a building

c. on a carriage

d. on a gravestone

8-Which of the following images is the central image in “Because I could not stop for Death—”?

a. a carriage ride

b. the horses' heads

c. children playing

d. the setting sun

9-In “Because I could not stop for Death—,” Death is personified as

a. a polite gentleman.

b. a rough and harried carriage driver.

c. a weary gravedigger.

d. a well-informed tour guide.

In these lines from “Water, is taught by thirst,” which words provide slant rhyme?

10-Water, is taught by thirst. / Land—by the Oceans passed. / Transport—by throe— / Peace—by its battles told— / Love, by Memorial Mold— / Birds, by the Snow.

a. *thirst* and *passed*

b. *throe* and *told*

c. *told* and *Mold*

d. *throe* and *Snow*

12-Which of the following lines is *not* written in iambic tetrameter?

a. Her deck, once red with heroes' blood

b. Where knelt the vanquished foe

c. The sun that brief December day

d. The moon above the eastern wood

A-Critical Reading

3-What does Equiano describe in *The Interesting Narrative of the Life of Olaudah Equiano*?

a. the loss of his African culture

b. the ocean journey on a slave ship

c. the struggle to abolish slavery

d. the sea life he observed on board

4-How does *The Interesting Narrative of the Life of Olaudah Equiano* describe slavery?

a. with anger

b. with confusion

c. with acceptance

d. with humor

5-Which is the best summary of *The Interesting Narrative of the Life of Olaudah Equiano*?

a. The journey went from Africa to North America.

b. The ocean crossings were horrible for slaves.

c. Equiano escaped being chained because he was ill.

d. The air on slave ships was filthy.

8-Which word is closest in meaning to *copious*?

a. scarce

b. plentiful

c. scattered

d. duplicated

9-Which word below is closest in meaning to *recompense*?

a. payment

b. leisure

c. praise

d. rethink

10-Which of these sentences most likely came from an autobiography?

a. “I hope, therefore, that some of my descendants may follow the example and reap the benefit.”

b.“Philadelphia was a city at the heart of America's independence.”

c.“Benjamin Franklin also contributed to public service.”

d.“Almost everyone secretly desires to attain perfection in some field.”

12-What was Equiano's main purpose in writing *The Interesting Narrative*?

a. to entertain readers with dramatic episodes in his life

b. to sway public opinion about slavery

c. to contrast life in Africa and life in Barbados

d. to provide detailed information on 18th-century sea travel

13-What happens to the captives who try to get the extra fish the slave traders caught?

a. They share the fish with the other captives.

b. They devour the fish instantly.

c. They are caught and flogged.

d. They are allowed to cook and eat the fish for supper.

14-Which detail most clearly shows that not every sailor on the slave ship was always cruel to the slaves?

a. the crew's preventing additional suicides after some captives jump overboard

b. the mariner's giving Equiano the quadrant to look through

c. the sailors' tossing the extra fish back into the sea

d. the sailors' treatment of those captives who tried to get the extra fish

Often did I think many of the inhabitants of the deep much more happy than myself. I envied them the freedom they enjoyed.

15-In this passage, “inhabitants of the deep” refers to

a. fish and other sea creatures.

b. the slaves who were below deck.

c. the slaves who had jumped overboard.

d. the children who had fallen into the necessary tubs.

Note :

I Don't Grantee That The Exam Questions Will Come Only From The Study Guide If You Want To Answer The Questions Blindly Do As I Asked You Above Please

Good Luck